

School Activities



MARCH 1947



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Girl Scout Troup in Clothing Drive, Appalachian High School, Boone, North Carolina

"Every teacher, administrator, in fact, every citizen should really know Secondary Education, the keystone of our American educational system....." *Hardy R. Finch*

The Editors of

Secondary Education magazine invite you to share with them the accomplishments, the trends, and the problems of the American high school during the next two years.

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School Activities

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VOL. XVIII, No. 7

MARCH, 1947

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 35 cents. \$2.50 per year.

Entered as second class matter, December 1, 1930 at the post office at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

As the Editor Sees It

If you are planning your graduation on the "atomic-age" theme, remember to stress the part education must play. Graduation is the year's most important educational event, and, naturally, should reflect education—and greatly.

The Minneapolis Board of Education recently adopted a schedule of compensation for extracurricular and over-time work, a plan under which a teacher may (1) refuse extra work without in any way affecting his status, (2) accept the extra work and receive pay according to a definite schedule, or (3) accept the "pay" in the form of a reduced teaching load. Sensible? VERY.

Ten college scholarships of \$300 each are now available for members of the National Honor Society. You can get information concerning this worthwhile project from the officers of your local Chapter.

Constantly we receive queries concerning the development of sectional and state organizations of student councils. And our suggestion always is to get the bulletins referred to in the answer to Mr. Coester's letter in "From Our Readers" department.

Incidentally, if it hasn't already, your council should affiliate with the National Association of Student Councils. Since September 1, 1944, this Association has jumped from 283 to about one thousand member schools. The expense of membership is small and the returns are large.

If you are looking for ideas for your commencement season, remember "The 1947 Commencement Manual" put out by the National Education Association, 1201 Sixteenth St. NW, Washington 6, D. C. This publication is always good.

Yearbook season again with its usual assortment of editorial and business management headaches. The yearbook is a worthy project, if intelligently promoted and handled. May we emphasize again that this book should represent history — and

nothing else. Student-written "poetry and prose" may be "good" (that is, considering the age and experience of the writers) but it is never good enough to be included in a book of history.

Too, let's delete "compliments-of" from all advertisements. The inclusion of such a statement is a published confession that the ad has no advertising value—that it is merely a charity contribution to a good cause. Undoubtedly it does have advertising value, but even if we admit it hasn't, we needn't boast about it, need we?

Don't be a sucker! Every year many schools are "taken in" by all types of commercial and other organizations and institutions by means of various forms of "contests for schools." May we point out again that each year the National Contests Committee of the National Association of Secondary School Principals carefully examines a large number of such contests and publishes a list of those in which "the educational values for students outweigh the direct or implied commercial aspects of the contest. The 1947 list of 22 will be found on pp. 136-137 of the Bulletin Vol. 31, No. 144, "Important Issues in Secondary Education," published February, 1947.

The most recent and the best article on current state anti-fraternity laws (several of the 20 states that have no such law definitely leave the matter to the educational authorities) and the court decisions in which these or similarly previously enacted prohibitory rules or laws were sustained, is "Can High School Fraternities Legally Exist?" It will be found on pp. 55-69 of the "Important Issues" bulletin referred to above. The article was written by Madaline Kinter Remmlein of the Research Division of the National Education Association.

With the present emphasis upon our educational crisis, it is logical that appropriate home room and assembly programs should reflect this topic. However, let's be certain that all material used is not only accurate factually, but also potentially helpful.

Use of the Student Court in Assembly

WHILE student courts with rather full legal powers and with a definitely assigned place and time for holding same, are fairly common in the larger systems, for reasons of small enrollment and of the difficulties in selecting eligible court officers, the plan has not been too effective in the smaller high schools. However, if the student court is integrated with the school assembly programs and made primarily a vehicle in which to acquaint the students with court procedure and, at the same time, to complement and extend the work in public speaking in the school, it has many sound educational values for the smaller systems.

At the outset, the wise administrator will determine just what powers he should permit the judge and jury to have. Such powers, if any, should be adapted to the degree of self-government which exists in the school. Court officials may be selected on the basis of citizenship ratings, or chosen in order of rank from student body or council officers. In no case should such officials be permitted to serve if they, themselves, rank low in school citizenship. Sometimes it may be wise simply to carry on a mock trial.

In some small high schools, the following plan of selection of court officers has proved workable. The judge and prosecuting attorney are selected by the faculty, with due consideration for good school citizenship, speech habits, degree of respect accorded by the students, and qualities of fairness and impartiality. The bailiff, clerk of the court, and jury are elected by the students at large. Members of the jury should be good school citizens. Defendants appoint their own attorneys. To make it more interesting, attorneys are "licensed" to practice law at the school office and may receive some sort of certificate. A small fee, to be deposited to the credit of the student funds, may be assessed for this certificate. Fines, too, may be assessed for offenses in small amounts, if desired.

To assist the teacher or administrator in initiating a student court, a brief resume of the duties of the court officials and a short outline of court procedure is given

H. STEWART SOUTON
*Superintendent of Schools,
Othello, Washington*

below. The court procedure is based on the jury type of trial.

COURT OFFICIALS AND THEIR DUTIES

1. *Judge.* Hears the case, charges the jury, and assesses the penalty.
2. *Clerk of the Court.* Is responsible for the court docket and record of proceedings.
3. *Bailiff.* Summons witnesses, plaintiffs, and defendants before the court, swears in witnesses, and is responsible for order. He also opens the court, conducts the jury to and from the jury box, and recesses court.
4. *Prosecuting Attorney.* Argues case for the plaintiff.
5. *Defense Attorney.* Argues case for the defendant.
6. *Jury.* Hears case, weighs evidence, renders the verdict.

A Simplified Court Procedure

1. Judge enters. Everyone in the court stands.
2. Bailiff stands and raps gavel. He cries: "Hear Ye. Hear Ye. All manner of persons having business with this honorable court, draw near and ye shall be heard."
3. Jury is chosen.
4. Bailiff swears in jury with these words: "You and each of you do solemnly swear that you will well and truly try the issue or issues pending between the various plaintiffs and defendants and render a verdict according to the evidence so help you. ("God" should be omitted). Sit down."
5. Clerk hands the docket to the judge who announces name of the first court action. ("Smith vs. Brown")
6. Attorney for the defendant rises and bows to the judge: "With the permission of Your Honor and the Gentlemen of the Jury, the plaintiff in this case, _____, is suing _____ for _____." This is an opening speech only and is designed to acquaint the jury with the facts in the evidence. It should not be argumentative at this time.
7. The plaintiff is called to the witness stand. The bailiff swears him in (and all

other witnesses in the same manner) as follows: "Stand. Raise your right hand and repeat: 'I solemnly swear to tell the truth, the whole truth, and nothing but the truth, so help me.' Sit down."

8. Attorney for the plaintiff questions the witness (and all other witnesses in the same manner) by first getting his name, occupation, facts regarding how long he has known the defendant or other witnesses or persons, his connection with the case, etc.

9. Other witnesses for the plaintiff are called. After each witness has been questioned, the attorney for the defendant has the right to cross-examine each witness. This also is true of the attorney for the plaintiff when the defense has the stand.

10. Defendant and witnesses are called to the stand and the attorney for the defense proceeds in the same manner.

11. When both attorneys have presented their cases, the judge says: "Attorney for the defendant, have you presented all your evidence in this case to the court?" Attorney will reply: "Yes, Your Honor." The judge then asks the same question of the attorney for the defendant, who answers in a similar manner.

12. Rebuttal by the attorney for the plaintiff is now given. He sums up the case for the jury.

13. The judge "charges" the jury. He cites questions of law, reviews the evidence; names possibilities of different verdicts, etc., and then says: "Now, gentlemen, you will remember what I have told you, and you will retire and consider your verdict."

14. Everyone stands while the bailiff conducts the jury to a room and locks the door. The judge at this point may declare a recess.

15. When the jury has reached a decision, the foreman knocks on the door. The bailiff then conducts the jury back to the jury box. Everyone stands while the judge enters. Then the bailiff says: "Sit down."

16. The bailiff approaches the jury with these words: "Gentlemen of the jury, have you reached a decision?" Foreman: rising: "We have." Bailiff: "What find you, for the plaintiff, or the defendant?" Foreman: "For the plaintiff (defendant)."

17. The judge announces the verdict. "This court finds _____ guilty (not guilty). "If guilty, he says: "The penalty

which this court sets, shall be _____". If not guilty, he says: "Case dismissed." (Sometimes he may add, "for lack of evidence".)

18. After a case has been concluded, the judge calls for the next case, or he may declare a recess.

OTHER PROCEDURES

1. *Objections.* If either attorney asks a question which the opposing attorney considers irrelevant or improper, he rises and says to the court: "I object to the question, if it please Your Honor." The judge may reply: "Objection overruled; the witness may proceed" or "Objection sustained; the witness may proceed."

2. *Appeals.* This device may or not be used at the discretion of the faculty. The following are the grounds for an appeal: (1) The judge erred in the admissibility of certain phases of the evidence. (2) The judge erred in his charge to the jury. (3) The verdict was not in accordance with the evidence presented. (4) Any other irregularity.

The motion for an appeal is filed in the court, a copy is served on the plaintiff, and the case appears in a higher court later. It usually is impractical to organize an entirely new court. However, a new judge and jury should be chosen for an appeal case.

COURT FORMS

Court Summons, Writ of Summons, and Court Clerk's Record should be designed from those used regularly in municipal or district courts. They may be produced by use of the school duplicating machine.

In a democracy every citizen is born into politics and has an important part to play. When he neglects to play that part he merely leaves the field to greed and special privilege.—*NEA Journal*

In one sense the war and its dreadful consequences represent the bankruptcy of modern education. England and France see that. They have given educational reform the top priority in the program for reconstruction... Viewing the awful destruction of war on the continent, a destruction which defies imagination, and contemplating the even greater human and moral losses suffered by all nations, I stand appalled at the cost of ignorance.

—CAPT. BYRON RUST, *Bulletin of Saskatchewan Teachers Federation.*

Seeing the United States from a School Bus

THE Senior Class of Elgin, Texas, high school had almost one thousand dollars in its treasury by November 1, and the class as a whole was filled with anticipation and interest. Class members had voted unanimously at a recent class meeting to duplicate the educational tour made by the class last year, a tour which included seventeen states and the District of Columbia, with a couple of days sojourn into Ontario, Canada.

Bright and early on the morning following their graduation exercises last May 28, forty seniors and their sponsors loaded up a large school bus and climbed aboard amid hilarious, and some tearful, goodbyes from their families. It seemed a grave undertaking to strike out over hill and dale to be gone twenty-two days and to cover approximately 4,500 miles, inasmuch as most of the pupils had never traveled more than a comparatively few miles from their homes before.

In addition to one suitcase of clothes chosen with care to afford the greatest amount of wear in proportion to the smallest amount of space it demanded, each traveler was equipped with a cot and bedroll. All luggage and bedding were securely strapped to the top of the bus and covered with a water-proof tarpaulin.

Up across Texas and into Louisiana went the troopers. They stopped for the first night in Choudrant, La., where a previous exchange of correspondence had provided "hotel reservations" in the school gymnasium. Setting up cots, taking turns at the showers, and getting ready for bed were major operations that first night, although they became routine after a few days.

All were up early the next morning to reach Vicksburg, Miss., for the first lesson in Southern history. Meridian, Miss., was the destination the second night, and then the bus embarked upon a climb up the foothills of the first mountains the group had ever seen. Following a couple of one-night stops, Washington at last came into view, its myriad of lights glistening in the famous Potomac River. History and geography from the printed pages of school books were coming alive, quieting the group with awareness of the potentialities of the tour.

L. MAUDE HALL

*Publications Adviser,
Elgin High School, Elgin, Texas*

At Chevy Chase high school, Bethesda, Md., members of the Hi-Y were waiting to welcome the Texans. Here, too, was a greeting from home, the first mail call. Letters in a sack addressed to the superintendent in care of general delivery carried a notation on the back flap of the envelope, "Johnnie Jones" or "Sally Smith." This proved an excellent idea, as it enabled the superintendent to collect all the mail and sort it out as we traveled onward. Four days were spent at this Maryland base, while we visited our Nation's Capitol, and during this time no bedroll had to be tightly bound, no suitcase packed, no luggage carrier stacked high and strapped.

Early rising having become a habit, the tourists managed to reach the Capitol each morning almost before it began its daily routine. Congressman Lyndon B. Johnson helped in every way possible to make the Washington visit interesting and entertaining. A dinner of Texas turkey and yams was served in the private dining-room of Speaker Sam Rayburn, himself a Texan. A trip through the FBI was enlivened by an individual handshake with J. Edgar Hoover. Hardly an hour was lost either day or night, and a moonlight cruise up the Potomac River gave added enjoyment after an exciting day. The impressive dome furnished the background for an Associated Press group photograph to be sent out to all newspapers, especially to home papers at the Texas capital, Austin.

Next came New York City, with dormitory accommodations in the Fort Lee, N. J., high school. Those Yankees provided a welcome rivaling the southern hospitality of song and story. The bus was met by a police escort and directed to the spot where we were to unload. Fort Lee students and members of the school board watched in amazement as the Elgin boys and girls, within minutes, converted the huge gymnasium into a neat array of luggage and cots, lined up with military precision.

Everything that could be packed into two days and three nights in New York

was enjoyed. There were subway rides, breakfast at the automat, a big league game in Yankee Stadium, a stage show, Coney Island, and Radio City, with the group planning to catch up on lost sleep when the trip ended.

Canada, with the breath-taking beauty of Niagara Falls, was the next high-light of our tour. Our first day's plan included a complete trip through the "Garden of the Dominion," and a ride across the Falls in a swinging basket. The ships passing through locks and dams, and the bridge rising for ships to pass, were most interesting. However, the climax of the activities was a three-hour guided tour of the second largest power plant in the world, the power plant that furnishes power for the entire Province of Ontario.

From Canada, the group started toward home, with a major stop planned for Dearborn, Michigan. The student council of Fordson High School at Dearborn arranged for our meals, planned tours of the Ford plant, the Edison Museum, and Greenfield Village, and directed us on a visit through the school while classes were in session. At noon there was a free lunch at the cafeteria, in the afternoon a free swim. At night a talent show, just for our group, followed with a dance in the gymnasium. It was interesting to see the two groups of students, Fordson's and Elgin's, get acquainted so quickly and dance and play as if they had always been friends.

Later, on the way home, the same kind of comradery existed between the two school groups at Sharonville, Ohio. When the Texans arrived late in the evening, tired from a long day in the bus, they found that the pupils and citizens had iced great tubs of soda water, enough for a half dozen bottles apiece. They had also spoken to the proprietors of one of the leading restaurants and arranged for us to eat, all forty of us, at one time. It was a rare thing when all of us could eat at once, for we often found the eating places already crowded without the addition of our party. After our dinner, the Sharon school provided a couple of hours of fun and relaxation in their gym and auditorium.

Mammoth Cave came next on the agenda, with the group spending two nights in the school at Horse Cave, Ky. A greeting from their students turned into a frightening experience. They evidently did not expect us to go to bed so early, and when they exploded fireworks we thought the

rafters were falling in. This did not prevent our making an early start to the cave, where we rivaled the infantrymen in the march, march, march of seven miles in as many hours. It was *mammoth*, that we will agree.

Not so many stops had been planned for the homeward trek, and only a short time was spent in Hot Springs, Arkansas. A bath just had to be taken, though, and the hot natural spring water was consumed by the bucketfull.

In Arkansas, two stops were made. One was at Forest City, where a new school building was being made ready for the present term. No doubt about it, we were the first large group to spend the night there, if not the first to try out their lovely showers. Prescott was next and was the last overnight stop of the trip. At 3 o'clock on the morning of June 18, every boy and girl was out of his cot saying, "This is the last time I am going to make up a cot for a long, long time." They were saying it much more wistfully than they would have thought possible during some of the long days and short nights in the middle of the trip, when they were tired.

When the big school bus rolled into Elgin to the tearful tune of "Be it ever so humble—" more than half the people of the town had turned out to report the thrills that they had communicated to one another as each day's batch of cards was met at the post office from the troupers from all along the route.

Was the trip a success?

That question can best be answered by the enthusiasm of the present Senior Class who declare at every class meeting: "We want to make exactly the same trip, cover the same territory, visit the same places, and spend the nights in the same school buildings, and enjoy the trip just as last year's class did."

The present class raised for the trip in one month more than last year's class raised in the whole year. They do not plan to let the class funds pay for all of the trip, for each person is expected to pay for at least half out of his own pocket. The psychological effect of such an arrangement is apparent.

The cost will amount to about \$2 per day per student. And to you who plan to take a like trip, we say, "God bless you. It is possible that you will live to tell the tale, as we did."

The Debate Club, 1846 Style

DEBATING was one of the activities that held young people's interest one hundred years ago in the early American Academy. It is interesting to know exactly what took place in an Academy Debating Society a century ago, as recorded in the Minutes' Book which begins with November 28, 1845 and extends through June 5, 1846.

Much emphasis has been placed on activities in the secondary schools within recent years by such leaders as Dr. Charles Foster, Dr. Ellbert Fretwell, Dr. Harry McKown and others, but many of the pupil activities and procedures advocated by them are to be found in the debating society of 1845. Indeed, the constitution and conduct of a pupil-initiated organization of that time will challenge many student groups of today.

The constitution was well designed and meets with standard practice of today. The Preamble said, "We the undersigned members of the Drury Academy, (North of Adams, Mass.) form ourselves into a Society for mutual and mental improvement in Declamation, Composition, and Debate; and for the government of the same society, we agree to adopt the following constitution and by-laws." The constitution provided for: a president to be chosen for every meeting; a vice-president, secretary and treasurer to be elected every six weeks; a prudential committee of three members to arrange for heat and light; a limit of membership to Drury students; amendment; quorum; initiation fee of twelve and a half cents; a fine for absence, lateness, leaving early, or failure to perform duties assigned; and only one master, to be called "REX".

The society met regularly during the winter term when the young men debated problems of interest to them. The questions for debate and a few other interesting items selected from the minutes are listed below to show the interests and activities of young men of secondary school age in 1845 and 1846.

QUESTIONS FOR DEBATE AND OTHER INTERESTING ITEMS FROM THE MINUTES BOOK

November 28, 1845—Do the Works of Art present a more beautiful appearance than the Works of Nature?

WALTER G. PATTERSON

*Principal, Drury High School,
North Adams, Mass.*

December 5, 1845—Has War caused more misery than intemperance?

December 12, 1845—Are fictitious writers productive of more good than evil?

December 18, 1845—Has slavery in the United States caused more misery than intemperance?

December 25, 1845—Who is deserving of the most praise, Washington or Columbus?

January 8, 1846—Ought capital punishment to be abolished?

January 15, 1846—Is it expedient that the United States should acquire any more territory, either by treaty or purchase?

January 22, 1846—Have the Indians received a more severe treatment than the slaves by whites in North America?

January 29, 1846—Do women have more influence over men than wine?

February 5, 1846—Is Lafayette deserving of more praise than Washington?

February 12, 1846—The society experienced difficulty at this time and requested its president for the meeting to resign the chair and chose another member to fill the vacancy, who appointed new disputants for the evening to debate upon the question proposed at the last meeting—Is it expedient that foreigners should have the privilege of voting before remaining in the country twenty-one years?

February 19, 1846—Is Daniel Haines (later spelled Haynes) deserving of more praise than Welcome Devol?

February 26, 1846—"Upon the motion of one of the members, an extra meeting was appointed for next Wednesday evening for the purpose of declamation, and making farther assignments concerning an exhibition at the close of the present school term. After which the society immediately proceeded to the discussion of the question adopted at the last meeting, viz.—Do women have more influence ov-

er men than money?—Which, after a long and interesting debate was decided in favor of the negative."

March 5, 1846—Has the art of printing been of more advantage to mankind than the art of navigation?

March 12, 1846—Ought secret societies such as Odd Fellows and Recobites to be sustained?

March 19, 1846—Is the United States justified in acquiring the disputed territory of Oregon if war is the consequence? ("Which, after a long and spirited debate in which the talents, the patriotism, and the public zeal of all were abundantly manifested, was decided in favor of the negative.") Adjourned untill the first week in the next term of the Drury Academy.

May 1, 1846—"The society, having met according to adjournment, was called to order—when the following resolutions were passed:

Voted—That a committee be appointed to draw up a new constitution.

Voted—That an anonymous box be procured for the use and at the expense of the society.

Voted—That the society defer choosing her officers for the next term until the new constitution shall be adopted.

After which the society proceeded to debate the question adopted at the last meeting, viz.—"Is the difference between mankind owing more to nurture than the force of circumstance? Which after a spirited discussion was decided in favor of the negative."

The revision of the Constitution and By Laws of Drury Lyceum were written and adopted in the spring of 1846.

"We the students of Drury Academy believing that a society comprising as its object our improvement in debate, composition and declamation would be of essential benefit to us in the pursuit of knowledge, have with that intent entered into a mutual compact for the purpose of organizing a society which shall embrace the above named design, and in order that its various advantages may be enjoyed by all we do accordingly declare that all shall be governed by the same laws made for our common interest and prosperity, and as we consider that the union of its members is indispensable to the prosperity of the

society we hereby pledge our honor to use our best endeavors to sustain its interests and promote its welfare and for the maintenance and administration of government in the society we adopt the following constitution and by laws anticipating that the happiness and improvement of all will be proportionably advanced as the rules and regulations are impartially executed." (The name was later changed from the Drury Lyceum to the Drury Debating Society. And again changed to the Drury Debating Club on November 12, 1846.)

The new constitution and by laws provided for: weekly meetings at the Academy; a new president every two weeks; other officers every eleven weeks; a prudential committee of two to provide lights and heat, etc.; new members by two-thirds vote; amendment by two-thirds vote; a quorum of one-half the membership; an initiation fee of twelve and a half cents; a fine of six cents for absence unless out of town; a fine of six cents for any member not present thirty minutes after ringing of the bell; a fine of six cents for any member not debating or writing when assigned; excommunication by two-thirds vote; a committee of two appointed at each meeting to bring in a topic for debate; no reading of books in any meeting of the society.

May 8, 1846—Constitution was adopted and the following topics were debated during the term:

Ought capital punishment to be abolished?

Has ambition been a greater source of evil than superstition?

Does the author have a greater influence on society than the orator?

Are claims of foreign nations on our benevolence superior to those of our own?

Is a state of matrimony more conducive to happiness than celibacy?

Is the character of a nation formed more by men than women?

Does the love of fame promote the happiness of mankind?

Is more respect paid to talent than to wealth?

Are secret societies worthy the patronage of an enlightened community?

Has the printing press been of more benefit than the compass?

Are lawyers of more benefit to the community of North Adams than doctors?

Is the present standard of morals at a

higher degree of perfection with the present age than the past?

Have the American Indians received a more severe treatment than the southern slaves within the boundaries of the United States?

Is ignorance productive of more happiness than education?

Which is the most beneficial to society, the mechanic or farmer?

Which is the most to be admired, the works of art or the works of nature?

Has war caused more misery than intemperance?

Is the miser of more benefit to community at large than the spendthrift?

Ought women to be allowed to vote?

From the treasurer's report is presented a statement to show how the society worked. Even though checks and balances were provided in the constitution to assure a working organization, the young men were charitable in applying the rules:

"All the members have promptly paid their initiation fee and in all the financial relations with this society have acted a noble and disinterested part. Since the commencement of this lyceum, either because the members have in every respect done their duty or from neglect to enforce the constitution or perhaps from a proper forbearance on the part of the members to enforce the constitution rigidly, no fines have been imposed upon any member of this society. A neglect to impose the fines has caused the amount of money in the treasury to diminish faster than it otherwise would have done and has brought the society to rely entirely upon the initiation fee for support."

The whole amount received..\$.87½
Paid for anonymous box.....50
Paid for candles.....25
Now remaining in my hands....12½
July 24, 1846

A BRIEF APPRAISAL OF THE DEBATING CLUB OF ONE HUNDRED YEARS AGO

If the debating clubs of one hundred years ago met the real needs of secondary youth, why are such clubs not very numerous at present and in what ways were the debating clubs equal to, better than, or worse than school clubs of today? A cen-

tury ago one dominant influence in society was the keen spirit of competition as exemplified in our emerging economic order. Debating met the needs of the time because it was highly competitive and developed in young people the art and skill of influencing others. It was possible, and still is, for a person skilled in debate to win on either the affirmative or the negative side, and who can rightly call this intellectual honesty? The emphasis is on skill rather than on purpose. Now in many phases of life the spirit and emphasis on competition is being minimized, and in its place is developing a desire for cooperative planning of action and solving of problems. Therefore, the town-meeting idea is becoming more popular, and other forms of discussion, such as the round table and panel, are being used to meet today's needs. The newer idea is to have a number of people come together with different ideas and pursue, through a discussion, an exchange of ideas in order to modify or change one another's thoughts and develop a better way of thinking or a better solution to a problem. The purpose here is not to win but to improve. The objective has been well stated in, "It is not who is right, but what is true." In cooperative discussion, a great deal of skill is needed in order to seek and find *truth*. In developing democratic methods, it would seem that the present trend in discussion techniques show great promise.

It would appear that: the debating club met the gregarious instinct of youth; it was satisfying and worthwhile from an educational point of view at that time: young people learned to work together; enjoyment of achievement and solution of problems were indicated. The debating club was certainly pupil-initiated; and the activities were definitely under the leadership of the pupils. The club provided for a faculty sponsor and elected him. One questionable practice a hundred years ago that could well be questioned today was the method of obtaining members. At that time, new members were elected by vote of the members. In the American Secondary school of today, members would be recruited through desire, interest, and willingness to subscribe to the purposes of the club, and if any restrictions are to be made, they would be made on active participation and skill to perform the duties and further the purposes of the club.

Use of the School Spirit Cup

CORRECTLY emphasized, the School Spirit Cup can become an excellent affirmative means for improving attendance, punctuality, and scholarship. Undoubtedly, one of the core problems of juvenile delinquency is irregular school attendance, with its two pals—tardiness and failing grades.

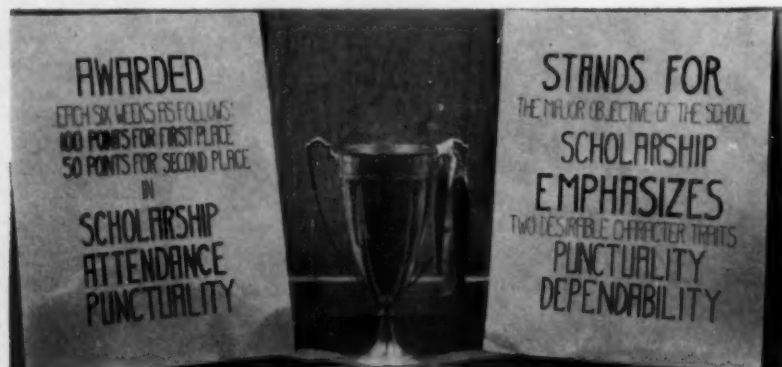
Different systems could easily be devised for awarding the Cup, but the best liked system here is one that awards points according to the rank of the class. This calls generally for giving 100 points for each first place and 50 for each second.

In ascertaining the winners of scholarship, each grade is given a numerical value as follows: A—5, B—4, C—3, D—2, F—1. A value of one is given the F because in a few schools, there are two failing grades, an F-1 and an F-0, with the latter being for the few cases with little

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out for one six weeks period with a very small class—

Name	No. of subjects	Total pts.
Richard Badenhop (4 A's)	4	20
Ruth Currier (4 A's)	4	20
Harley Leitner (1 A, 1 B, 1 C)	3	12
Donald Schoeni (3 A's, 1 B)	4	19
Robert Simmons (3 A's)	3	15
Ruth Smith (2 A's, 2 B's)	4	18
Selma Tuxhorn (2 B's, 2 C's)	4	14
T. Vibber (1 A, 1 B, 1 C, 1 D)	4	14
Juanita Wangerin (4 A's)	4	20
Darold Werner (4 C's)	4	12
Totals	38	164
Class Average: 4.32 (164 divided by 38)		



School Spirit Cup on Display

hope and receiving a zero value. One way to obtain an official class average is to multiply the number of A's by five, B's by four, etc. When the sum of these products is found, it is divided by the total number of grades. This quotient is the class average.

A second method is to figure the total points made by each student and then add the points made by the whole class, after which divide the sum by the total number of grades or subjects to give the class average. Both methods will give the same answers, with the first being the best for large groups and the latter quickest for small classes.

Here is how the second method worked

because of their larger enrollment—

	Senior	Jr.	Sph.
Enrollment	196	242	271
Total days absent	135	208	303.5
Days absent per pupil	.689	.86	1.12
Rank in attendance	1	2	3
Total tardies	17	34	36
Tardies per pupil	.0867	.1405	.1328
Rank in punctuality	1	3	2

Translation into points for the same six weeks period gave this picture—

	Senior	Jr.	Sph.
Scholarship	50	100	
Attendance	100	50	
Punctuality	100		50
Totals	250	150	50

One principal of a small high school

The winners of attendance and punctuality points are found by dividing the total absences or tardies by the enrollment of the class. The quotient in each case is the days absent or tardies per pupil for that class. This sort of tallying produced these results in one case. Note, for example, that while the Sophomores had two more tardies than the Juniors, they won second

uses the interest in the School Spirit Cup at the end of each six weeks as a time for making a serious study of his school's record. He puts what he finds in a School Bulletin.

Ocasionally, other criteria are used with the School Spirit Cup, generally with fewer points being awarded than for the three major factors considered. Examples are:

1. Activity Ticket Sales, especially for the first six weeks in the fall.
2. Competitive Class Assemblies.
3. P. T. A. Attendance of Parents.

A few schools end School Spirit Cup competition at the end of the fifth six weeks, but in the average school, it is best to end it as second semester finals begin. Naturally, absences and tardies are practically unknown during these examinations. This gives a full year of rivalry, with the Cup encouraging attendance during that most difficult period of the last six weeks.

Here is a tally showing the final results in one large Senior High, with the year's winning class having its name, such as "Sophomores—1946," engraved on the Cup—

Period	Seniors	Jrs.	Sphs.
First	180	220	225
Second	100	220	180
Third	160	150	240
Fourth	220	150	130
Fifth	320	50	280
Sixth	320	50	280
Totals	1300	840	1335

Frequently, someone asks how to install a School Spirit Cup. My experience is that the school head is the person who must begin the competition. Student councils will frequently turn down the idea when first presented. The first time, the principal should figure up the points and make the award, asking the president of the winning class to come forward at the end of an assembly program. At that time,

the principal should explain the three major factors considered in awarding the Cup, noting who won first and second in each, he should not confuse the students with too many details. The program will require special education of both faculty and students. Finally, let the Cup sit on the desk of the sponsor of the winning class until time to award it again.

About the second or third time the Cup is awarded, let the Student Council president do it—and it is especially effective when one president has to untie the rib-



President of Winning Class Attaches Colors

bons of his class because of a new winner. He invariably vows to put them back.

Only last school year I found myself with an increasing number of unnecessary absences. I ordered a Cup and announced it for second semester competition. By the last six weeks, two classes were battling keenly, and a third was warming up. The result was that, with conditions otherwise normal, the per cent of attendance for the last six weeks improved over the fifth, while generally the last period is by far the worst, especially in rural-area high schools.

Now-a-days, all school leaders are interested in the dollars and cents angle. In our state, a school loses approximately 70¢

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Model Railroad Club

ANYONE who observed the activity of the Model Railroad Club of the Butler (Mo.) School certainly could not say that it ever lacked interest or that it ever failed to proceed on its own momentum, once it was under way. This is how it came about.

The sponsor had from boyhood been saturated in his interest for the rails. During his boyhood and young manhood he had lived near the tracks, had known each railroad man from the lowly gandy dancer to the most officious passenger conductor, and had mastered the nomenclature of the men of the road. He had allowed his interest to include model railroading and was a charter member of the Springfield Model Railroaders' Club. His collection of Railroadiana was rather extensive and was gathered over a period of some twenty years. It included some ten years issues of *Railroad Magazine*, several years issues of *The Model Railroader*, and every issue of *Trains* that had been published. In addition to the above items, there were collectors' items of about seven different railroads, numerous photographs of rolling stock that had been personally taken, collections of train orders, many timetables, and several well illustrated books.

The club came rather accidentally into reality. There had been a study in the seventh and eighth grades on transportation. Since Butler was a railroad town, emphasis had been placed on railroads and their part in the distribution of foods and war material. The model Pacific type locomotive and a model of the "De Witt Clinton," which reposed on the bookcase tops in the principal's office, served to start discussion of the possibility of model railroading. A little feeding of information crystalized desire for a model club in Butler.

Possibly the matter would have gone but little farther, had it not been for two or three problem boys who had caused considerable trouble with their indifference, incorrigibility, and truancy. These were the boys who "perked" their ears at the suggestion and were effectively stimulated.

The teachers and principal thought the possibilities of such a club might be

NEAL NEFF

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worthy of note and set about on some investigation concerning the possibility of its ultimate maturity. Upon casting inventory, they found that considerable tin-plate toy railroad equipment was stored away by boys who had tired of individual effort at home.

The superintendent of the schools gave permission for permanent use of a vacant classroom for the layout and for meeting of the boys. Organization proceeded, and the club opened its first meeting with a nucleus of fifteen boys who meant business. The usual officers were elected and plans proceeded.

The club might never have proceeded far if luck had not been in its favor. A model railroader in a neighboring town found it necessary to move to another section of the country and offered his complete outfit, already dismantled, for sale at a nominal cost. This equipment included approximately two hundred feet of solid scale, steel track and fish plates with bolts, two scale Hudson locomotives, one Pennsylvania switcher, twenty boxcars, reefers, and gondolas, four electrically lighted passenger coaches, two American type locomotives, eight automatic electric switches, and one high powered transformer. The Board of Education authorized purchase, and in a very short time organization had begun.

The boys met in subsequent meetings and organized into committees. Plans were handled by these groups, acting separately at first and presenting their conclusions to the club as a whole for approval and coordination of effort.

It was decided that most of the perimeter of the club room would be taken up by the tables upon which the railroad was to be installed. These tables were erected by the sponsor and the boys, who had elected to have initial effort consume two evenings a week until they were completed.

Numerous books were consulted and much discussion made as to the lay-out of

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the system according to good railroad practice. The resulting lay-out consisted of a complete oval main line with a passing track one-half its length. There were three spurs in the yards where the freights were "made up". One of these spurs was the house track and was eventually to lead to a turntable. On the oval main, just opposite the yards, was another house track of considerable length.

The entire line was laid upon ballast which one of the fathers sawed on his hand saw from gum wood. This ballast was painted grey by the boys, who then permanently installed the track on it and on the tables. The table tops were made of masonite to deaden the noise, which inevitably comes from the operation of small trains.

The system was wired by, and under the leadership of, one of the boys who knew considerable about electricity. The entire system, both track and switches, was operated from a panel board. When the work was completed, it would have been the envy of any master maintenance man, because of the efficiency of the centralized train control. One could operate the whole system by merely standing or sitting at the panel and manipulating the correct levers and switches.

The committees took on new duties. Each was responsible for a section of track, its elevation of curves, the sanding of track, the tightening of bolts and fish-pates, and maintenance of switches.

Another committee studied operation of trains and proper routing. They found that trains proceeded to the right on double trackage with one exception—the English-owned Delaware and Hudson. Whistles were mastered—two shorts for high-ball; one long for stations; three shorts for discharging of passengers; two long and two short blasts for bridges and crossings; four long blasts for calling in the flag, etc. Semaphore positions of the quadrant type were mastered for both right and left sides of the track. The colored signal was discussed and the advantage of the contrasting quadrant type in that its paddle eliminated danger of color blindness on part of the enginemen.

Dangers and safety rules for pedestrians along railway right-of-way were emphasized. They found that pedestrians were urged to walk alongside tracks, and were always to step over a rail, lest the

polished head cause them to slip in the path of an on-coming train. Switch points and frogs, they found, were to be considered taboo, but if anyone were discovered with a foot caught in one, the shoe was to be removed. A study of handcars was made to bring to their notice how frequently they followed trains and might injure pedestrians on the right-of-way. Each member was thoroughly schooled in railroad attitude concerning automobiles that stall on crossings, or which might be the victim of racing to the crossing. Pictures of collisions were discussed, and news items of injuries and deaths at crossings were reported from the papers.

The second year of the club brought with it the problem of landscaping and the addition of realistic properties. One "problem boy" became so fascinated that he spent about two months on the designing and modeling of a way station with pleasing detail. Another member designed and built the stock pens. A specially appointed committee took over the installation of the telegraph poles and wires, and the erection of crossing and whistling posts. A bridge was installed in the yards, and an interlocking tower overlooked the scene. Some commercial models were purchased, assembled, and added.

Study of railroad practice continued. Timetables were ordered from various railways and with them came considerable advertising. Rail nomenclature emerged such as "high ball", "hogger", "hog", "the brains", "head shack", "hind shack", "eagle eye", "gandy dancer", "kings snip", "bull dozer", "lightning slinger", "boomer", etc.

The heralds of the many railroads of the United States, Canada, and Mexico were studied. The cars of long freights were noted, as well as those which stood in the yards. Such interest naturally led to the use of maps and the tracing of the major trunk and trans-continental roads across the land.

The members never grew tired of learning the names of the passenger trains of various roads, and these seemed to move in an ever-increasing parade. Those of Missouri were particularly interesting. It was fascinating to know that the cars, engines, and coaches of those railroads were, for the most part, made in their rail-owned shops, many of which are in Missouri. For instance, the coaches of the "Eagles"

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How Much Fuss for Junior Graduates?

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Middletown, Ohio

FOLLOWING a suggestion that promotion ceremonies might be desirable in the junior high schools of Middletown at the end of the year, a brief questionnaire was sent out by the Middletown principals to the principals of 50 other junior highs in Ohio to secure information as to current practices in this matter.

Schools investigated were taken at random from the list published by the State Department of Education, regardless of size or location. From the 50 invited to reply, 37 cards were returned. Some of the answers were qualified, inasmuch as local practice did not exactly fit any of the suggested plans. On the whole, however, the data were easily interpreted. Figures in parentheses after each of the items indicate the frequency of use of the suggested alternatives.

(1.) Promotion ceremonies *never used*, (8); (2.) Special assembly, schools only, (5); (3.) Special assembly, parents invited, (17); (4.) Public night programs (5 night, 2 afternoon); (5.) Certificates awarded, (16); (6.) Outside speaker employed (5 regularly, 3 occasionally).

The more extreme practices represented by items one and six were reported from the following cities: (1.) Promotion ceremonies never used—Alliance, Cleveland, Conneaut, Logan, Mansfield, Marietta, Marion, Toledo; (6.) Outside speaker employed—Cleveland, Cleveland Heights, Cincinnati, Massillon, Newark.

Of the 37 schools reporting, 29 are accustomed to having some sort of promotion exercises, the most prevalent being a special assembly with the parents invited. The majority of the schools (21 out of 37) do not issue special certificates of promotion or graduation, and only eight use an outside speaker for the occasion.

The typical Ohio junior high school then, according to this survey, will hold a special assembly at the end of the year, with parents invited, to honor the pupils about to enter senior high school, but will not indulge in the formalities usually associated with the senior high school commencement.

Use of the School Spirit Cup

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county aid every time a student is absent all day. Less than 20 days of saved absences will pay for the Cup.

If a school is large, the principal can tactfully, but publicly, call attention to cases of poor attendance or punctuality. "The Sophomores would have won first in punctuality this time and thus won the Cup, if two of their members had made four tardies rather than fifteen!" Students will do the rest. Soon officers and special committees will begin working on the problem of winning the School Spirit Cup. "Come to school and come on time" becomes the motto.

In small schools, where students know one another well, social opinion is far superior to office pressure. "I hardly dared come back to school," commented one student after he had been out of school a few days for a visit to relatives.

It is possible that competition may become so intense that the principal will have to call attention to the fact some absences are necessary, and that students should not come to school when ill. In a few cases, ill students have attended school because of a keen School Spirit Cup race, but such instances have never been numerous.

Furthermore, it is important that the Cup remains *student* competition. This should be emphasized at faculty meetings. Teachers must not become jealous over which class wins!

All tabulation of points can be turned over to a teacher, and a committee of one from each class. Very competent students who otherwise receive very little public attention love it.

It is true, that it is best to read a book for its contents, rather than because of its pretty cover. It is better for students to come to school and study because it is the thing to do, but it is better for them to come for some extrinsic reason than not to come at all. The Boy Scouts have used this type of motivation for years. Athletics and all school activities help some, but for the student body individually and collectively, the School Spirit Cup is tops for improving attendance, punctuality, and scholarship—three of the most important things a school should emphasize.

Schools of Journalism Help the School Press

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S Properly guided, school newspapers and journalism courses are effective, educationally and journalistically. This was demonstrated conclusively in World War II, though it was well-known long before that. Schools of journalism have done a lot to improve journalistic activities. Now that we have entered the post-war era, they may revitalize their services to publication staffs and journalism advisers. How? Here are ten ways in which schools have helped and may continue to help the school press:

1. Approve positively of student publications — democratically operated — and journalism courses — non-vocational in purpose, insisting always on the need for teachers with adequate training.

2. Cooperate with local, state, regional, and national school press associations in their educational programs.

3. Sponsor school press conferences and tournaments, stressing educational rather than promotional objectives.

4. Provide speakers and critics for school press conventions, school press banquets, school assemblies, and vocational guidance conferences.

5. Stress realistic vocational guidance, noting not only job opportunities on newspapers, but also in advertising, radio, magazines, and businesspapers.

6. Sponsor clinics and critical services organized to improve student publications, stressing functional rather than technical rating.

7. Contribute articles to school press and other educational journals, encouraging both faculty and mature students to contribute timely articles.

8. Issue style sheets, staff manuals, merchandising calendars, bibliographies, and vocational bulletins for high school students.

9. Provide a teacher's sequence, offering courses in student publications, journalism courses, educational publicity, all of which should be taught only by those who have a positive interest and actual experience in this field.

10. Offer special workshops, demonstration classes, or institutes on school press problems during the summer with intensive training supervised by experts in the school press.

Model Railroad Club

(Continued from page 213)

were manufactured in St. Charles, near St. Louis. Hence the names of the railroads of the state and their division points became very real to the boys.

The types of rolling stock were noted and learned, such as "crummy" or caboose, refrigerator or "reefer", gondola, flat, etc. Engine types, based upon wheel arrangement, came in for their share of interest. The boys could observe most of them on the roads which passed through the town or county.

Some of the boys became ardent photographers of engines, track, and rolling stock. Occasionally the sponsor still receives pictures from the most enthusiastic lad. Argument sometimes waxed rather heated over the battle being waged between steam and Diesels. The steam turbine locomotive of the Pennsylvania, with its direct drive, was acclaimed as a score for steam.

The "Happy Valley Line" became well known. The P. T. A. always reserved the right to watch operations after the meetings, and the president said he never knew whether the assemblage came for the good of the meeting or to see the operation of the Happy Valley trains. A passenger agent who lived next door came often and contributed a Missouri Pacific perpetual calendar. Six railroaders came one afternoon to see operation and to get excited when proper procedure was violated. Mothers brought their children purposely to see things happen, and book men who called carried news of the system afar.

Model railroads developed in the homes. Parents gave boys railroad equipment for Christmas. At the height of interest, there were at least five privately operated roads in town.

The Happy Valley Lines were dismantled after two years of operation because the sponsor moved to another position and operation was suspended. Operation might have eventually been resumed, had not the increasing enrollment forced occupancy of the club room. The rails are now being assembled by a private owner in the sponsor's present location.

Commencement at Woodbridge, N. J.

COMMENCEMENT exercises at Woodbridge High School are held in an outdoor stadium at six-thirty o'clock in the June twilight. These exercises generally follow the usual pattern of original speeches by the valedictorian, salutatorian, and one or two members from among the highest ranking pupils of the class. However, every third or fourth year, this pattern is set aside in favor of a more elaborate type of graduation. On such years a program akin to a pageant is prepared by a committee of faculty and students.

Early in the year the seniors, at a class meeting, decide whether or not they want the traditional or more colorful type of graduation. If the latter is decided upon the executive board of the class selects a graduation committee to work in conjunction with a committee of the faculty appointed by the high school principal. Meetings of the combined group are held to discuss commencement plans. Once a theme is selected, this committee is subdivided into small groups to work upon details and procedures. In so far as possible, the faculty endeavors to stay in the background, to offer suggestions, to steer student thought, and to train or guide in research procedure. The pupils do the actual construction of the program. The aim is to have these exercises "theirs"; i. e., wholly a student production.

In those years when the class decides in favor of the traditional type of commencement, the student committee is limited to those eligible to participate, and the faculty committee is correspondingly small, confined to one or two members, who guide the students in preparation of their speeches and coach them in the delivery thereof. Whenever tradition is set aside in favor of a more grandiose affair, then a greater number of students participate, and a larger group is appointed to help plan, write, and coach the production. This faculty group is selected from those departments which are most closely related to the general theme.

For example, in 1942 a pageant was decided upon. "A Look at Latin-America" was selected as the theme. The musical part of the program, under the direction of the music department, consisted of the

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singing of the national anthems of several Latin-American Republics. Latin-American folk dances were coached by the physical education teachers. The art department arranged the staging; the domestic science teacher helped with the costuming, and the social science department guided the preparation of the introductory and explanatory parts of the pageant.

The classes of '43, '44 and '45 favored the traditional type of graduation exercises. At each of these, there were the usual welcome and farewell addresses. Since 1943 was a war year, that class chose for its theme, "Woodbridge High School Serves on the Home Front", and made a report, as it were, of class' patriotic services. The faculty members sponsoring extracurricular activities were in charge. In 1944, a symposium, "Post War Planning," was decided upon. A panel of five speakers was coached, in both preparation and delivery, by the social science department. "Science in the Post-War World" was the choice of the class of '45. That year, the speeches were prepared under the guidance of the science and English departments.

Last year the seniors expressed a preference for a vitalized commencement program. A pageant, "I Hear America Singing", was the outgrowth of their deliberations. Under faculty guidance, a student committee sifted American literature (prose, poetry, essays, and orations) and music for characteristic, apropos, and familiar phrases, expressions, folk songs, ditties, and other similar gems of local American color to build up the theme.

The actual mechanics of this production were as follows: The student committee met with one member of the faculty committee; i. e., the faculty chairman, in the High School library after school hours one or two afternoons a week for several months. They read, selected, discarded. At regular intervals, their gleanings were placed before the entire faculty committee for rejection, advice, or approval. This
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Assembly Programs for April

April has been one of the most fateful months in the history of the United States. The Revolutionary War began on April 19, 1775, with the Battle of Lexington and Concord. The Civil War began in April with the firing on Fort Sumter and ended in April four years later with the surrender of General Lee at Appomattox Court House. It was in April that the Spanish-American war started, and that the declaration of war against Germany in the first World War was made.

The month of April has many other historical events and special days which offer opportunities for developing programs that contain enough variety to hold the interest of students, even in the springtime. Among April birthdays are: Washington Irving, April 3; Thomas Jefferson, April 13; William Shakespeare, April 23; and James Monroe, April 28. Other special events are: Easter; Army Day, April 6; Pan American Day, April 14; Arbor Day, April 22; and Audubon Day, April 26. However, as schools have been warned repeatedly against placing too much emphasis on special-day programs, only two of the special events in April will be suggested for assembly programs this year.

Week of March 31-April 4. Easter Fashion Show Assembly (To be sponsored by the Home Economics Department).

Easter Sunday, 1947, falls on April 6. The week before would be the most appropriate time for the Easter Fashion Show Assembly which has become traditional in many schools. Following is a report of a Girl's Council Easter Show, presented last year at the Haverford Township Senior High School, Havertown, Pa. It was contributed by Miss Margaret C. Jones, Assembly Chairman.

"The Biggest Show on Earth," otherwise known as the "Girls' Council Easter Show," was presented in assembly March 22, 1946, and it was a smash hit! The Girls' Council is an organization in which a girl from each section is chosen to serve and represent her homeroom. This assembly was prepared entirely without faculty assistance, except for the voluntary guidance of the Dean of Girls. The script was cleverly written by a student, and the dances and complete program were directed by members in the Council.

The show was planned several months in advance, and every girl concentrated on making it an outstanding performance. Representatives on the Council took the names of girls in their homerooms who wished to participate in the program, and they were then recorded. The girls could take part in the singing chorus, be one of the twenty-four girls chosen to dance, or try out for the dramatic part as the little girl in the story, or the girl's companion, the Easter Bunny.

C. C. HARVEY

Dufur Public Schools

Dufur, Oregon

The assembly carried out three phases of Easter: Religion, Personality, and an Easter Parade or Fashion Show. The school's swing band preceded the program, playing a few numbers which induced the Easter feeling. The story is a little girl's dream on the eve of Easter. During her dream, an Easter Rabbit appears and talks to her about the real meaning of Easter. As he talks, he shows her pictures in a large book. The first picture is that of a choir singing "Ave Maria"—one of the girls sang the solo, and another played her violin. The rabbit went on to tell of the importance of a girl's personality, and how it contributed to her style. During that act, a chorus of twenty-four girls did a novelty dance in four parts to the tune of "Personality." The rabbit then introduced a friend masquerading as a fuzzy duck. This little girl was not a member of the student body. She did two ballet dances, and made the acquaintance of the dreaming girl.

The last phase centered around fashions. The rabbit told the girl of the importance of clothes and how they went along with her personality to complete her Easter picture. That was the introduction of the fashion show, in which eighteen girls took part. Some wore suits, some were in afternoon dresses, and others in evening clothes. They all had the necessary accessories to add attraction. During the fashion show, three girls sang songs pertaining to the type of clothes worn. Also one of the girls toe-danced and displayed different fancy hats, all in keeping with the Easter Parade. In the finale, everyone came on the stage and the assembly joined with the group in singing "Easter Parade."

The Show was a great success in the assembly, and it was presented a second time in the evening for parents and friends, with no admission charged. The clothes used in the program were the girls' own, and the costumes used in dances were made by a costume committee.

April 7-11. Program Based on Local History (To be sponsored by the Social Studies Department).

Secondary schools should give more emphasis to the study of local history. Many schools which offer excellent courses on the History of the United States completely neglect studying local history. The assembly is a good place to develop pride in the community as well as pride in the school. Why not try some programs built around a "Know Your Community" theme, or programs featuring historical events related to the particular locality? Why not observe some special his-

torical dates and events connected with the history of the community?

Miss Maude Staudenmayer, Teacher of Journalism in the Solomon Juneau High School, Milwaukee, Wisconsin, has sent an account of an assembly based on local history which was presented in her school. It is connected with the history of the school and town, and suggests more than one project which would be practical in many schools. Here it is:

What is generally regarded as "The Juneau Spirit" is not merely a well-used phrase, but is the drive behind all student-planned activities at our school. During Milwaukee's celebration of its Centennial, a Centurama, the Student Council prepared a memorial program to Solomon Juneau, the man for whom their school was named, and the first mayor of the town. This exercise captured not only community interest, but also the interest of students.

"Juneau Day" featured a memorial assembly program in the high school auditorium. A bristling call to the colors heralded an introduction to the program and to the presentation of a Master of Ceremonies.

A panorama of Milwaukee, "Milwaukee of Yesteryear," was read by one of the Council members. A painting, "The Wedding of Solomon Juneau to Josette Vieau," was unveiled, and one of the few living collateral relatives spoke on the "Qualities and Characteristics of Solomon Juneau." Later a pilgrimage to the grave near the high school was conducted. The service at the grave was colorfully solemnized by the presence of the Band during a flag salute by the student body. A wreath was placed on the grave, and a recessional to the school ended the observance.

Since the program originated in the Student Council, the entire project was student activated, promoted, and executed. Naturally, the first step toward the culmination of this program was to seek approval of the principal, then of the superintendent of schools and the district superintendent. Descendents were consulted for leads where more restrictions might arise as to use of private or personal properties, as well as for courtesy approval of the project.

Preliminary plans for the programs completed, students then discussed it with the Mayor and requested funds from the Centurama allowance for a fitting memorial. Sides of various scenes from the history of the Juneau family were obtained from the Milwaukee Public Library and arrangements were made for the presence of the high school band at specified times, as well as details of the program, such as arrangements for a guest speaker, certain song selections, and the master of ceremonies. Since a pilgrimage to the private grave of Solomon Juneau had been planned as part of the "Juneau Day" activities, it was necessary to receive permission for this from the descendents, the trustees of the estate,

and the sexton of the cemetery. The Council is considering plans for the creation of a fund for the purchasing of a bust of Solomon Juneau.

The painting by Thornton Lindberg, presented as a gift to the school from the Milwaukee Municipal Auditorium Board, is evidence of the success of this student venture.

April 14-18. Pan-American Day Assembly (To be sponsored by the Pan-American Club, the Spanish Department, or the History Department).

Pan-American Day, April 14, is observed simultaneously in all the 21 American Republics to demonstrate inter-American friendship and unity. The beginning of the Good Neighbor Policy in 1933 gave a great impetus to the starting of Pan-American Clubs. A leading project of Pan-American Clubs is the arranging of an assembly program for Pan-American Day. Programs of plays, pageants, skits, and other dramatic presentations, quiz programs based on questions about the Americas; films; flag ceremonies; talks and discussions; and messages from students in the other American Republics, are featured in the programs given in thousands of schools.

Information which will be helpful in developing a Pan-American Assembly may be secured from the Pan-American Union, Washington, D. C., or from the Division of Inter-American Educational Relations, U. S. Office of Education, Washington, D. C. A loan packet, "Pan-American Club Activities," may be borrowed for two weeks without cost from the U. S. Office of Education. It contains a game book, a list of Spanish songs that may be learned from recordings, several skits, and suggestions for other activities which can be adapted for an assembly program.

Following is a description of a Pan-American Assembly Program which was sent by Miss Christine Pedersen, Director of Assemblies, Lincoln High School, Wisconsin Rapids, Wisconsin:

Eight departments of the Lincoln High School combined efforts last April 14 for the Pan-American Day Assembly Program.

The Art Department created the proper atmosphere with highly-colored posters for the stage and flags representing the Pan-American nations. It also supplied costumes and put make-up on the Spanish characters.

The Physical Education Department staged a Spanish Dance.

The Spanish Class, dressed in costumes of Latin America, sang different songs in the native tongue. Two of the members explained different types of music of Latin America such as classics, cowboy, and folk songs. Then the class sang one number of each type.

An outstanding history student gave a three-minute talk on just what is meant by Pan-American Day.

The Geography Department was responsible

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for a large colored map showing the Pan-American nations.

The orchestra played a few well-known South American numbers.

As our final number, the assembly sang "America, the Beautiful."

Although every member of the class could not take part in the program, he felt he had a share in it through the work done in class.

April 21-25. *Preview of High School for Next Year's Freshmen Class* (To be sponsored by the Student Council, Principal, and Guidance Officials of the School).

An assembly presented for the benefit of students who are expected to enroll the following year can be very valuable. As May is usually crowded with activities, and grade schools in some states close earlier than high schools, the last of April is a good time for such a program. This should be an orientation program designed to relieve the prospective student of the feeling of insecurity he may have in regard to high school. It should be planned to give something of a preview of high school life, and to make the transition from grade to high school less difficult.

This description of how it is done at one high school might be suggestive for those who wish to plan an assembly to help students bridge the chasm between grade and secondary school.

Each year two representatives of the student council visit the grade schools that send students to that high school. They discuss for the prospective freshmen these topics:

1. Courses—requirements, electives, etc.
2. Activities—clubs, organizations, outside activities, etc.
3. Student participation in school government
4. What it means to be a student of the high school
5. The cost of attending high school
6. Why it is important to begin planning early for high school

A copy of the high school handbook is presented to each prospective member of the next freshman class, and important items indicated and explained. A question and answer period follows and subject and activity sheets are left with each eighth-grader to be filled out later.

The students who expect to enter high school the following September are extended a special invitation to attend an assembly to be presented in their honor at the auditorium of the high school the following week. The aim is to demonstrate to them how freshmen fit into high school life and give them further information about the high school and its activities. The following text outline is that of a typical assembly presented for the future freshmen:

1. Chairman—A Freshman who achieved success in forensics.
2. Address of Welcome—President of the Student Body.
3. Musical Selections—High School Band.

4. One-Act Play—Freshman Dramatic Club.
5. Dramatization—"Jack and Jill at High School the First Day."
6. Talks—"Tips to Future Freshmen by Today's Freshmen"—A boy and a girl from the class.
7. Musical Selection—A Freshman who achieved success in music.
8. Demonstrations—"What to wear and what not to wear at high school"—A group of freshmen boys and girls.
9. Special Message—High School Principal.
10. Popular Selections—High School Band.

KENTUCKY HIGH SCHOOL CIVIC LECTURE SERIES

As a final bit of information for this month's assembly feature, the following account of the Kentucky High School Civic Lecture Series seems worthwhile. It was written by Mr. F. J. Davis, Principal of the duPont Manual Training High School, Louisville, Ky.

The Kentucky High School Civic Lecture Series was started in Louisville in 1939. Mr. George Stoll, a leading Louisville citizen, had often recalled a talk that he had heard in the assembly of the duPont Manual Training High School when he was a student there. The speaker was one of the city's outstanding men, and the lesson that he conveyed had a lasting effect. Spurred by his memories, Mr. Stoll, with the approval and co-operation of the Board of Edu-

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cation, undertook to sponsor a program of such talks in the high schools of Louisville.

It was planned that four speakers should appear each year in each of the senior high schools. As the program developed, a roster of twelve speakers was made up. Four were to appear in each of the schools each year. In this way each high school generation would hear all of the twelve speakers. At the end of three years the round of speakers begins again. The program succeeded so well that it was soon expanded to include all the public junior and senior high schools, both for the white and for the colored students. This expansion made it necessary to develop a second roster of twelve speakers.

The general aim of the program is to make the community a better place in which to live by raising the quality of its citizenship. It is proposed to accomplish this by striving for certain definite objectives. The program endeavors to include lessons in thrift, in the preservation of health, in good citizenship, and in developing a worthy purpose in life.

It was felt that community leaders of standing and character, who had had much experience in seeing men rise and fall, would have acquired much insight into the causes of success and failure, that men from different professions and callings would each have a distinct and definite knowledge which his peculiar experience had taught him. Such men, it was felt, should be able to give young people help and inspiration, showing them, not only how to manage things, but how to manage their lives.

With this in mind, it was determined to call upon men from various fields of endeavor to serve as speakers. For their selection, certain very definite criteria were set up:

1. The speaker's character and reputation must be such that we shall be proud to present him to our young people.
2. The speaker must be making a real contribution to the life and welfare of the community.
3. The speaker must be well thought of by his associates in his business or profession.
4. He must be able to make a speech that will arouse the interest of young people and that will drive his message home.

These criteria were rigidly applied. In addition, a man who accepted an invitation to speak was thoroughly indoctrinated with the idea that he was being honored and that he was to make the best effort of his life. With these standards applied, the most outstanding men in the community have been secured for the program. Educators, business men, lawyers, public officials, and physicians have appeared on the list.

Each year the superintendents, the high school principals, the speakers, and other interested persons meet for an extended conference. The

lectures of the year are reviewed and future work discussed. Criticisms are exchanged and views are expressed freely. These conferences have been very valuable. They have served to bring the school people and the speakers to a better understanding of each other and to clarify the purposes of the program. It is felt that the plan has three valuable features: definite objectives, definite criteria for the selection of speakers, and the annual conference of speakers and school administrators.

Because the program has proved so successful in Louisville, it was decided to invite every high school in the state to share its benefits by carrying on a similar program with like purposes. The groundwork for this expansion was laid during the summer of 1945. At present, speakers are being sent from Louisville to all the high schools in Jefferson County (of which Louisville is the county seat). The independent school district of Anchorage is carrying on the program and using the speakers sent to the county schools. The State Department of Education has approved the program. Superintendents and principals throughout the state have expressed a desire to co-operate. The State Y. M. C. A. is endeavoring to help promote the program. It is the outstanding development in assembly activities in Kentucky in recent years.

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News Notes and Comments

1947 National Speech Tournament

Jennings High School in suburban St. Louis has been chosen host to the 1947 Speech Tournament of The National Forensic League on May 2-3.

4-H Winners

Six farm youths of ages 16 to 20 from Idaho, Indiana, Minnesota, Missouri, New York and Texas, were recently awarded \$200 scholarships by the Westinghouse Educational Foundation as national champions in the 4-H Club Better Methods Electric Contest.

According to the O. H. S. A. A. Bulletin for February, the first vocal music contests held in Oregon were sponsored by Pacific University of Forest Grove in 1924.

Two regional institutes for high school students and teachers of speech were sponsored in January by the Wisconsin High School Forensic association.

Southern Association Convention

Six hundred delegates and sponsors attended the S. A. S. G. Convention held at St. Petersburg, Florida, November 7-8-9, 1946. The 1947 Convention will be held at Corpus Christi, Texas. Dr. S. T. Srygley, Austin, Texas, is sponsor of this event.

The Board of Control of the Wisconsin Interscholastic Athletic Association has submitted to the proper officials in Washington a resolution making a plea for the repeal of federal tax on admissions to school contests.

Dates: Army Day will be observed on Monday, April 7. And this year, for the first time, the War Department will celebrate "Army Week,"—beginning April 6 and running through April 12.

District 22 of the Minnesota High School League recently voted to discontinue the practice of dividing up the net balance from the District Basketball Tournament. Instead it directed the District Committee to use the surplus funds to develop a well balanced program of District activities and to pay the participating schools expense allowances for such participation.

Over 130 high school teachers, school administrators, and Girl Scout officials of nine Central Florida counties received instruction in how to teach driving safety in teacher training institutes held in Orlando and Clearwater, January 27 to February 8.

If you are in need of a graduation speaker, write to *School Activities* for a list of speakers available in your section of the country.

All Southern Orchestra

An All Southern Orchestra, to be composed of a minimum of two hundred outstanding school musicians, will be presented as a part of the Southern Conference Program on April 18 at Birmingham, Alabama. Interested schools should write George Barth, Chairman, Box 62, Southwestern Louisiana Institute, Lafayette, La.

Oh, Those Cheer Leaders

While in the process of doing something to improve conditions at our high school basketball games, why not start on the cheer leaders? Then it might be appropriate to spend a little time on improving the type of school yells. There seems to be no reason why all our high schools should not make a careful analysis of their cheers and yells and go to work on them. Many of them would be exiled from the ordinary class room but still the same schools will permit their boys and girls to shout them to the public.

As for the cheer leaders themselves, why not train them in the characteristics of good showmanship that will enhance the prestige of the school, rather than those that remind one of the vaudeville stage and the burlesque show?

—Editorial in the Kansas H. S. A. Journal

"Interscholastic Extracurricular" is the title of a page edited by E. F. Grider each month in *Idaho Education News*

School Safety Posters

The third national contest for school safety posters has been announced by the American Automobile Association with the approval of the National Contest Committee of the National Association of Secondary-School Principals. Any bona fide student currently attending a public, parochial, or private elementary or secondary school may submit an entry in his name. The deadline is April 15, 1947. All inquiries and entries should be addressed to the Traffic Engineering and Safety Department, American Automobile Association, Pennsylvania Avenue at Seventeenth Street, Washington 6, D. C. One of the ten first-prize winning posters will be distributed each month to more than one hundred thousand elementary schools. Thirty-nine cash prizes ranging from fifteen dollars to seventy-five dollars each will be awarded to the students entitled to receive them in accordance with the decision of the judges. A grand prize of five

hundred dollars, intended as a one-year art school scholarship, will be awarded to the boy or girl submitting the best poster. The rules to be observed by contestants and a copy of the entry blank will be furnished by the Automobile Association on request. The ten first-prize posters of last year's contest are being distributed this year (1946-47). Each poster carries the name of the winner and that of the school he attends.

—The School Review

From Our Readers

Editor, School Activities:

We heartily agree with your recent editorial concerning the need for clarification and unification of the work of the student councils. We are considering the inauguration of a state association in New Mexico and would like to learn what is being done in other states, or of sources of such information.

Yours truly,
Marvin Coester,
Deming High School
Deming, New Mexico

Congratulations on your interest in this most timely topic. We could write you at length, but this is a better suggestion—get these three bulletins from the National Association of Secondary School Principals, 1201 Sixteenth St., NW, Washington 6, D. C., "The Student Council in the Secondary School," "Student Councils at Work," and "Student Councils Cooperate." Price one dollar each. The last two of these publications include sections which relate particularly to your problem, but all three are well worth having.

Editor, School Activities,
Topeka, Kansas:

Dear Sir:

We are anxious to change from our traditional type of commencement activities. If you know of any literature or other material that would aid us, I would appreciate your listing it.

Yours truly,
James O. Smith, Principal
Stratton High School
Beckley, West Virginia

First suggestion: Write for The 1947 Commencement Manual published by The National

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Association of Secondary School Principals, 1201 Sixteenth St., N. W., Washington 6, D. C.

Second suggestion (and we blush): Get a copy of McKown's "Commencement Activities," The Macmillan Company, 60 Fifth Ave., New York, or better still from some library.

Editor, School Activities:

I know that it is sometimes difficult for some schools to get an outside speaker for graduation, due to distance, travel time and expenses, etc. Perhaps this might be of help.

For May 29, I am making a trip to Canadian, Texas, for such an address. If desired, I could schedule a few additional events along this general route, either before or following it.

L. R. Kilzer
Professor of Education
University of Wyoming
Laramie, Wyo.

Maybe this is just what you have been looking for.

Editor, School Activities:

I am very anxious to organize a Mathematics Club in my school, but am not sure as to how to go about it. Will you kindly send me some suggestions, or the address of some one who could help me with some ideas?

Mrs. D. V. Alston
James E. Guinon School
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C. C. HARVEY, *Department Editor*

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HISTORY STUDENTS SEND BOOKS TO UNDER-FINANCED SCHOOLS

Last year at the Roseville, California, High School, a committee composed of World History students collected and sent books to under-financed schools in other states. Most of the books sent were texts of little or no commercial value.

Interest of students was originally aroused in the projects when they read an article in a current events magazine stating the absence of school funds for texts in some states, and the consequent lack of texts in poor communities. After receiving permission from the State and County superintendents of schools and the local Board of School Trustees, to donate discarded books, the committee contacted the "Save the Children's Federation" in New York, and secured the names of schools which were glad to accept the books.

Approximately three-hundred books, covering high school and grammar school subjects principally, were selected by the committee from sets of old books. Only fairly recent books in good condition were considered. The books were then sorted, boxed, and mailed by the committee to the recipient schools. Letters have been received thanking the students for sending the books—WORLD HISTORY CLASS, Roseville High School, Roseville, California; MRS. FLOYD THUN, Instructor.

CLUB PRESERVES LETTERS FOR HISTORICAL INTEREST

At the beginning of the war the Hi-Y Club of Hutchinson, Minnesota, High School, was trans-

formed into the "V" Club. Girls were admitted to membership, and the organization carried on all kinds of activities connected with the war effort.

One of the most interesting projects was the carrying on of correspondence with former students serving in the armed forces all over the world. Realizing that these letters have historical value, they were kept.

Now that the war is over and the servicemen and women are returning home, the eyewitness accounts of World War II which the school acquired are more valuable than ever. With fewer projects to carry on, the Club is making a special effort to secure and preserve as many letters, pictures, and other first-hand accounts of the war as possible. It is believed that in future years these will have great historical value and interest.

The history of World War II is very complex. Future historians will need more than official records to write an accurate interpretation of it. A good project for any club or organization would be to collect and preserve letters of soldiers written during the war. The librarian will certainly be glad to co-operate with this project. Most public libraries would be glad to file the letters. Our club has found this project very interesting, and we hope that other groups in schools throughout the country will become collectors of soldiers' letters. — HELEN JENSEN, Hutchinson High School, Hutchinson, Minnesota.

A SUCCESSFUL PROGRAM IN INTERCULTURAL RELATIONS

River Rouge, Michigan, High School is justly proud of the intercultural situation as it exists today in the city. Whatever nationality one might mention, it is possible to step into a classroom and find a student representing that group, and yet almost always the student relationships reflect nothing of the cosmopolitan situation.

It makes a most interesting setting for the average student-sponsored high school program. A glee club concert, a class play, an athletic team, or a school band can always find talent and background for any innovation which it cares to work out. Such a school population offers a genuine challenge to the faculty. There is probably no community in the entire metropolitan area where the intercultural problem calls forth more discussion and where discussion can be carried on more freely.

Suppose we narrow the group and select just the Negro population. We frequently find issues which are vital and which are becoming increasingly important as we progress in the postwar period. For example, there are a number of communities in the area which have so far been able

to exclude the Negro population entirely. This situation has been prominent enough to be taken into the halls of Congress within the past two years. It is not difficult to see, therefore, that sometime in the not distant future there is the possibility that a situation might develop much more drastic in its consequences than the incident which occurred in Detroit in 1944. With such a possibility in mind, it has been the policy of River Rouge High School to capitalize upon every opportunity with every racial group—that there is one place in this metropolitan area where all peoples are welcome and where the school recognizes their right as citizens of a commonwealth to full participation.

It has been possible during a twenty-year period to create an atmosphere of wholesome cooperation regardless of creed, race, or color. If a person were to step into our gymnasium on Friday evening, he would see at a party, among others, a large number of Negro boys and girls. Sometimes there is a Negro orchestra. There are no questions asked. The musicians are former students—they are part of us. It is of interest, for example, that a member of the River Rouge Board of Education is a Negro physician, and no small part of his support came from the white population of the city. The president of the 1945 graduating class was a Negro girl. The captain of the 1946 football team is a Negro boy.

There are many results of the efforts which have been put forth in the past twenty years to develop a wholesome co-operative atmosphere in the student body. The valedictorian of last June's graduating class was a Negro girl who, under less favorable conditions, would not have had the opportunity for growth and development which our school provided. A recent Negro graduate was awarded a graduate fellowship at the University of Southern California from Howard University in Washington, D. C. Another of our Negro graduates was awarded a fellowship from Fisk University to do graduate work in social service at the University of Michigan. Many of our former students are now teaching in our schools located in areas populated mainly by colored folk.

American schools have a big job to do in intercultural education. We feel that the system we have developed here has been successful and that the results justify its continuance. The extracurricular activities have played a big part in this program. One of the best approaches to a program of intercultural education is through those activities which develop social understanding and intelligence in students.—H. M. ROSA, Principal, River Rouge High School, River Rouge, Michigan.

STUDENT PARTICIPATION IN VISUAL EDUCATION PROGRAM

Beginning with the first semester at the Roeliff Jensen Central School, Hillsdale, N. Y.,

sound moving pictures are scheduled four months in advance. This allows for greater planning, secures films we want, and leaves ample margin for later orders which may have, at first, been overlooked. The same procedure is repeated at the beginning of the second semester.

We have a central projection room with a seating capacity of 110, in one end of which has been built a small soundproof projection booth with openings for two machines. The walls, painted flat-gray, were covered by the art classes with murals (life-size) depicting scenes from the first plays, "The Birds," etc., to "Life with Father."

Our projection staff is student-operated and student-trained, and each period during the day one certified student operator is in charge of the projection room. During his period he has a learner buddy assigned to work with him. The learners each year are thus trained (thirty lessons) and provide a pool from which to draw the following year.

A file of all teachers is kept, and as orders for films come in on especially designed order blanks, the copy of the letter ordering the film is stapled to them. This, then placed in the individual teacher's folder, provides a check on who ordered a particular film, and for what dates. Too, it is a help in cases of companies who first send the films, and then the confirmations of bookings a week later.

Another file of all pictures shown, grade groups, comments of teachers, etc., is kept on each picture. This has a six-year expiration date and serves as information to teachers about the effectiveness of pictures, etc. It also stops duplication or the showing of the same picture twice to the same group. All filing is done by staff students.

Pins and certificates are given staff members at the end of each year. The pins are silver, gold, and bronze, and represent successive years of operation. The certificates, carrying an engraved picture of the school in the center, testify to the student's having completed satisfactorily a course in 16 m. m. moving picture projection.—GEORGE A. COLCLOUGH, Director of Visual Education, Roeliff Jensen Central School, Hillsdale, N. Y.

STUDENT PANELS POPULAR ON COMMUNITY PROGRAMS

"And for that reason I disagree with you, Mr. Chairman," is a common expression heard around the Beatrice, Nebraska, Senior High School, when the students of Modern Problems start "Paneling."

Panel discussions have become one of the main projects of this department, which, in conjunction with the speech classes, organize student panels to perform before various community organizations.

To be eligible to participate in these discussions, the student must be well-informed on his

subject, for no one ever knows when the editor of the local paper or the president of the school board, is going to "pop" up with, "But Bill, will you explain in full just what Russia is after, if not territory?" And then starts a spirited discussion. It is in times like this that students have to have their wits about themselves, and all the information on a topic. And there is nothing so exciting to a student on a panel as to be able to say that he out-debated a Chamber of Commerce man, or maybe his high school history teacher. These moments make the hours of preparation seem worthwhile.

Thus we see that the first requirement for any boy or girl wishing to be on a panel is to be well-informed on the subject, and the only way to do this is to read everything available. Before any panel discussion before a community group, each member must hand in a bibliography of what he has read.

Current, up-to-date problems of the world serve as discussion material for the students, who combine their own ideas and opinions with those they get from magazines to make an able, mature discussion group. Some of the most popular topics discussed recently have been: "UNO," "The Atomic Bomb," "What Does Russia Want?," "Can We Oust Franco?," "India," "Compulsory Military Training," "MVA," and "The Situation in China, Palestine, and Egypt." Each student gets to choose his own topic, provided it is not already overcrowded.

Some of the most interesting panels of the year were held when the local teachers "declared war" on lack of support for education and went all-out to improve it. These "Panelers" volunteered as "messengers" in their "army" and went out to different P.-T. A.'s to explain the conditions, and prepare for the petitions which were to be sent out.

Students also get good experience in "mediating" by serving as chairman of these groups. They feel that government mediators have nothing on them when they try to keep peace in the midst of a redhot discussion of world affairs. And to get the panel off the subject of Russia in Iran, when they are supposed to be discussing the atomic bomb, is no easy matter. Each student who so wishes gets a chance to serve as chairman of a panel sometime during the year, thus getting the experience of presiding, summarizing, and "mediating."

Panel work is perfectly voluntary for the students, who decide at the first of the year whether they want to go into it or not. All who do must do all the research on their own spare time and get little credit from it, except for the experience and knowledge they gain from these discussions.

The decided increase of student interest, and the rising number of calls for panels each year shows that the value of this work is going up. —JOAN THEOBOLD, Beatrice High School, Beatrice, Nebraska.

RECREATIONAL PROGRAM TO COMBAT DELINQUENCY

To guard against the rising tide of juvenile delinquency, the student council of Harding High School, St. Paul, Minnesota, felt that there was a need for a place for the students to get together on Friday evenings to expend their energy in good, wholesome, supervised fun. The idea was suggested in the homerooms by the council members, and it gained momentum so rapidly that the "Jive Hive" was incorporated in the student council program and is enthusiastically attended by our students and those from surrounding schools.

From its beginning, it has drawn an average attendance of from 250 to 300 fun-loving youngsters every week to the school gymnasium. The teenagers dance to the latest records, purchased second-hand with the proceeds from the first two Jive Hive programs. Two sections of the wooden curtain which separates the girls' and boys' gymnasium are lowered, and three ping-pong tables are set up in that corner of the gym for members to enjoy that game. Card tables are provided for those who wish to use them for playing checkers, Chinese checkers, and other quiet games. All diversions are enjoyed for only a ten-cents admission charge.

For special events, there are special dances. Everyone came dressed in old clothes the night of the "Barn Dance," and that brought out a crowd of over 500! When the school annual comes out, a "Saga Scrawl" encourages the students to bring their Saga so that their friends may autograph it between dances, cokes, and games.

At the time of the Red Cross drive, the "Red Cross Benefit" is our slogan and gets the proceeds.

A member of the student council is the general chairman of the Jive Hive. The chairman is a senior and is assisted by a junior. They plan the shifts and assign the council member who is to act as chairman of his or her shift, and that chairman selects from the student body, the one or more helpers needed on the shift. Each shift is a half-hour in length. Committees must be chosen to set up the equipment before 8:00 o'clock, to take admissions, check wraps, and sell coke and potato chips. The clean-up committee goes to work when the guests leave at 11:30, whisk the equipment away into the storeroom, and clean up the place generally.

Blanks asking for their assistance in chaperoning were sent to the parents of all homeroom

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students, and the blanks were returned with the signatures of those parents who were willing to help us in our project. Our council adviser is one of the men supervisors each week.—ELSA LUNDGREN, Harding High School, St. Paul, Minnesota.

JOINT PROGRAMS REDUCE BURDEN OF TEACHERS

At the Ft. Laurendale, Florida, High School, we plan our co-operative programs in such a way as to draw on the work and activities of many departments and groups, and so as not to place an undue burden on any one person. For example, in the Memorial Program, which was mostly musical, the speech class gave a choral reading and trained the readers of the dedication and prayer. The Key Club handled the invitations to parents, ushered, and performed many other duties connected with the program.

At Christmas time, we invited the Art Class to make the windows, do the decorations, arrange for the display, etc. This group in turn secured the help of the Manual Arts Class in handling the lighting.

The giving of co-operative programs is one means of unifying the school. Such programs give small groups a chance to participate and feel that they have a part. In assembly programs, particularly, all units of the school should be co-ordinated. Most programs, in order to represent the entire school and not just some particular group, must draw on many resources and units of the school.

One essential of co-operative or joint programs is that they must be planned well in advance of time of presentation. Too many teachers request help of others at the very last minute and by doing so, lose the educational value derived from well-planned, well-organized programs that include several groups. Another word of caution—don't look too much to the English and Music teachers for sponsorship of programs.—NAOMI A. KEAST, Director of Music, Ft. Laurendale, Florida, High School.

JUNIOR HIGH HAS CLUB FOR EVERY NEED

The Chula Vista, California, Junior High School has a club program designed to meet the needs of every student. The program comes during a regular part of the school day—the last period, which is forty-five minutes in length. The purpose of the club program is to bring together students who are interested in the same things and to encourage the development of worthwhile recreational interests and hobbies. The type and number of clubs depends upon the desires of the students. The following with a brief explanation are some of our clubs.

The Art Club strives toward the development of a better appreciation of what is beautiful in color and design through working with different

materials. Boys' Glee Club gets together boys who like to sing. Dramatic Club is for students who want to learn to speak with confidence and assurance and to gain poise before a group of people. In addition to the presentation of one-act plays, speeches and readings are included. French Club offers a program in conversation and reading in French. Students also learn French songs, make scrapbooks, enjoy displays of French books, dolls, and other items of interest. Girl's Glee Club gets girls together who have the ability and desire to sing.

Journalism Club gathers news stories, prepares the copy, and publishes the school paper called *The Volcano*. Through the school paper, the students are acquainted with the latest developments in the life of the school. Knitting Club consists of girls who learn to knit sweaters, afghans, and many other projects. The Model Club makes model airplanes, boats, and mobile units. The Nature Study Club discusses wildlife of this area, including spiders, insects, snakes, lizards, birds, rodents, etc. The girls in Needlecraft Club make and decorate hand articles such as towels, pillow cases, dresser scarfs, pot holders, aprons, and dresses.

The school Orchestra consists of all boys and girls who play together for their own amusement, as well as to produce fine performances for the student body and for their parents. The main objective of the Penmanship Club is the

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improvement of standards of writing. The purpose of the *Mathematics Club* is to provide extra work and activities dealing with practical mathematics. The *Reading Club* is for students who have difficulties in reading and wish to improve their reading vocabulary and speed. In the *Spanish Club*, students learn to speak, to read, and to write Spanish. The *Typing Club* is for students of the eighth grade who wish to learn to type by the touch system. The *Boys' Cooking Club* is for boys who wish to learn to cook.

Much of the best training in the Junior High School is gained through the club program, which has become a definite part of the school's program, and is recognized as sound education for better citizenship.—JOSEPH RINDONE, JR., Principal, Chula Vista, California, Junior High School.

OUR HIGH SCHOOL SOLVED NOON LEISURE PROBLEM

This year we at the Freeport, Pennsylvania, Township High School are experimenting with a noon activity program which provides recreation for the students who eat their lunches at the school. Of our junior and senior high enrollment of 550, between fifty and sixty percent are transported, and these students must remain in town from 8:30 a. m. until 4:00 p. m. These out-of-town students used to eat their lunches quickly and leave the building, roaming through town, loafing in stores and on the steps of churches, or if the weather was unpleasant, be bored in the school building.

One activity at noon is "Penny Dancing," which the student council sponsors in the gymnasium. A committee of members is present and on the job to collect admissions, change records, and take entire charge, although there is a teacher present. This form of amusement is popular, as there is always a crowd of two or three hundred. The money collected is used to buy new records. Town students are also admitted if they return to school in time.

Attending free movies is another way in which our young people like to spend their leisure time at noon. This form of recreation is popular because it requires no great expenditures of effort. These movies influence the students—their thoughts, actions, tastes, and wants, so we are very careful what type of picture we show. The guidance counselor gets educational films of occupations, travel, history, etc., which run for thirty minutes. These films are shown in the auditorium by boys who have been trained in the use of the projector, but a teacher is at hand.

We feel that these two forms of recreation have solved the problem of keeping our students off the streets and giving them something to occupy their leisure time during the noon hour.—HELEN S. GALES, Freeport, Pennsylvania, High School.

STUDENTS FINANCE DANCE PAVILION

Originally planned as a Christmas present for McKinley High School, Honolulu, Hawaii, the outdoor dance pavilion is now a student project. Lacking building material and the approval of supervisors, construction work was not started until recently.

McKinley's fine school spirit responded eagerly when financial aid was needed. (About \$8,000 was required to erect the pavilion).

Students working in the pineapple fields pledged part of their pay-checks, while others who were part-time workers in local stores gave their share. One girl gave her entire pay-check! Two brothers contributed a \$25 war bond! But most students gave from \$3 to \$5, although the amount was voluntary.

Then the Hi-Y Club, the Esquires, hit upon a marvelous idea. They presented an educational movie, the biography of Franz Schubert entitled "The Melody Master." Held in the school auditorium directly after school, it drew a large teenage crowd. Another show for parents and older friends was scheduled that night. Tickets were forty cents apiece, and the net profit—\$400, which the boys contributed to the pavilion fund. It certainly was a great boost!

Former students from the classes of 1944 and 1945 also donated some of their profits. The Kakaako junior football team played a benefit game, and their portion was added. Many new ideas were popping through some "master minds" but as the amount collected for erecting the dance floor was more than enough, all activities were discarded—except one!

The Hi-Y and Girl Reserve council had been busily working on a brilliant idea. Students enjoy dancing, so why not sponsor a dance? With the small sum of ten cents for admission, students flocked to the dance, many bringing their "one and only." What a wonderful night—sweet music—soft lights—who wouldn't enjoy it?

Erection of the dance pavilion is now under way. A fence and many palm trees surround it. A convertible roof is being constructed which can be rolled back revealing the sparkling stars on clear nights or used to provide shelter against the rain. To complete it all, there will be flowers growing everywhere in the garden outside. Seniors are eagerly awaiting the privilege of having their Kuloa Ball there.—BERNICE CHING, Junior Class, McKinley High School, Honolulu, Hawaii.



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HERE'S A NEW IDEA— A COLLECTION WEEK

At the Nazareth Academy, Rochester, N. Y., after we have studied Granger's *Index to Poetry*, the various quotation books and whatever concordances the library affords, we have what is called "A collection Week." Each student is assigned a topic—sunsets, stars, bees, butterflies, buttercups, robins, roses, moths, morning glories, pansies, silver, gold, night, morning, or any other of personal choice.

Each day the students collect poetic ideas on the chosen subject, giving author and arranging all in good order; then, on the following Monday we have a sale, each offering her wares and someone bidding for her choice by offering one of her own in exchange. It is most interesting to see what can be done. Sometimes it starts a poetic hobby; sometimes essays grow from the research; often in the senior year (this is a sophomore project) some of the quotations will turn up unexpectedly in an examination.

Here are some of the results from a recent project:

Sunsets—Alice R.

Shakespeare: "When the sun sets, who does not look for night?"

Emily Dickinson: "Bring me the sunset in a cup,

Reckon the morning's flagons up,
And say how many dew."

Robert Bridges: "The day begins to droop,
Its course is done;

But nothing tells the place
Of the setting sun."

Mattie Clarke: "Sunset glories are smiling
down

Blue and crimson and golden brown."

Disraeli: "For the Elysians the sun seems
always to have just set."

Pansies—Ruth B.

James Whitcomb Riley: "Pansies! Pansies!
How I love you, pansies."

Wordsworth: "Bright flowers whose home
is everywhere."

Tennyson: "Darker than darkest pansies."

Milton: "The pansy freaked with jet."

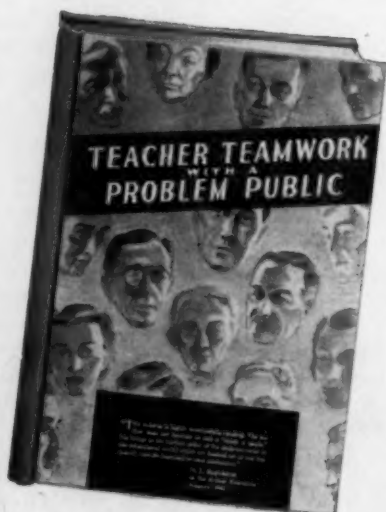
These are quotations collected on only two of the many topics. The project is educational and a lot of fun.—SISTER FRANCES TERESA, Nazareth Academy, Rochester, N. Y.

THE "WORD-A-DAY PLAN" TO IMPROVE VOCABULARY

Realizing, as do nearly all English teachers, the meagerness of the vocabulary of students, teachers in Junior and Senior High Schools of Bradford, Pa., decided to do something about it. The absence of rich, colorful descriptive words was noticeable not only in oral expression, but in the written compositions as well. Authors and

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poets should not have priority on picturesque, vivid, and interesting words.

The head of the English department tried an experiment which she called the "Word-a-Day Plan" with four sections of senior students. A list of about two-hundred interesting, colorful words which could readily become a part of the speaking and writing vocabulary of the students was chosen. Each day a new word was placed on the blackboard, and while routine matters in class were being attended to, those students who did not know the meaning of the word reached for dictionaries and found out. A brief discussion of the word, its various uses, and its history followed.

By careful selection of the word for the day, the teacher was able to tie it up with the class activity and thus give students ample opportunity for using it. The time used for this daily activity was very short, sometimes only two or three minutes, but the return in enriched and increased vocabulary for the students was so gratifying that the plan has been inaugurated in all the English classes from grades seven through twelve.

Committees of teachers on each grade level selected the words that would help to develop and enrich the vocabularies of their students and that could be put to immediate use in oral expression and composition. By this plan many little-used but perfectly good words became a permanent part of each pupil's vocabulary. Our teachers found that literature selections offered a broad source of enrichment words. The students themselves enjoyed the activity and developed a conscious pride in building up a more extensive vocabulary, and, as a concomitant, they became much more discriminating in their speech and writing.

Does not our "Word-a-Day Plan" suggest a project which almost every homeroom in the United States would find interesting and profitable? Try it! —STELLA H. SPRAGUE, Director of Secondary Education, Bradford Public Schools, Bradford, Pa.

SCHENECTADY'S UNIQUE PUBLIC RELATIONS PLAN

The plan of public relations followed in Schenectady, N. Y., is to solicit written articles from both students and teachers in the various public schools, distribute them, and then invite parents to visit the schools and see for themselves what this school is doing about the matter treated. The following is a sample, as submitted, on athletics in the Oneida Junior High School.

Oneida "Can Do" in Sports

We are all agreed on one thing—Americans want "the best" in education for their youngsters, but what will they need most, ten or twenty-five years hence?

If every branch of the armed services for both men and women used sports as both morale builders and body conditioners, you can be pret-

ty sure that sports will play an ever-increasing part in those two respects in our school program, too. Can you think of any better way to "buy insurance" against juvenile delinquency? Can you name any good athletes who turned into delinquents? Did you ever hear of 75 to 90 youngsters staying, voluntarily, an hour after school, day after day, for anything other than athletics? Why? Because youngsters like "to do"—but they have to know how.

Our plan in sports is to build a broad intramural program which offers both a choice of activity, and also a challenge for all levels of performance, so that every youngster can play, with some chance of success, in competition graded to his level of ability. Then, to challenge those "top" performers we like to run invitation games with "honor teams" from some neighboring school.

This kind of after-school program presupposes a sound daily instructional period. Learning is fun! The better anyone can perform, the more pleasure he gets from the game. (Judge yourself by your proficiency in either bridge or golf and the resultant pleasure from either.) Consequently our policy is to teach skills, scoring rules, etc., during the class periods and then organize tournaments for each grade in this after-school program. For example, boys and girls have just finished playing 72 games of volleyball; three leagues for boys, three leagues for girls, and a championship team for each. Now we are ready to pick the "honor team" players for the games with our neighbors. This same system goes on for each of the five seasonal periods (two months each) during the entire school year; every season has different sports. Those who participate accumulate points toward their school letter which is awarded at the end of their third year in competitive participation.

You as parents have a right to demand that your program in physical education really produce for your children. What products? A strong, efficient body, stamina and endurance, moral courage, physical skills, and co-ordination, (Americans kill 40,000 people annually by "mistakes" in driving) specific techniques for wholesome recreation, opportunities for social contacts,



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Your children "can do!" What could the schools have done for that one-third of American young men and women who were found to be unfit for duty in the armed services? Shall we give three-thirds of America's children the "best" we can in education? —DOROTHEA DEITZ, Girls' Physical Education, Oneida Junior High School, Schenectady, N. Y.

"NO WALL-FLOWERS BLOOM"

When "dance time" comes around, no wall-flowers bloom at the Waukesha, Wisconsin, High School, thanks to a special co-recreational gym program required of all freshmen for the past six years. Every ninth grade student takes part in a weekly social gym class where boys and girls learn to dance and play social games together.

Every Friday there is an hourly exodus of students from the high school to the downtown youth center. "The Cardinal Attic," where the social hour is held. Students attend during their regular gym periods, and both boys and girls are present each hour. The program last year was directed by Miss Mabel Amundson, in charge of dancing, and Mr. Willard Turner, in charge of games.

The Cardinal Attic, always a popular spot, is an ideal setting for the program, as an air of informality is in evidence. Dancing instructions are given upstairs, while other social games are conducted in the downstairs recreation room.

Miss Amundson, dance instructor, has achieved some amazing results with the students, most of whom are dancing with partners for the first time. Not only do the students learn the actual art of dancing; but the boys must learn, as well, how to ask a girl for a dance, politely.

Boys and girls are still timid about learning together; so whenever a new step is introduced, two separate lines are formed. The instructor takes the lead, and boys and girls follow—in separate lines—until they have learned the step well enough to dance together without feeling self-conscious.

The "Change Dance" is used to start and stop quickly. In doing this, the boy must willingly give up his partner to the boy nearest him when the music stops. The idea of this is to start dancing again without stepping on the girls' toes. Boys gradually acquire grace through this maneuver.

Ping-pong and volleyball are two other popular forms of recreation in the weekly classes; and boys and girls are encouraged to play together, emphasizing the principles of sportsmanship and courtesy. The class pays dividends in that the boys and girls learn to co-operate and to enjoy the companionship of the opposite sex in a wholesome, friendly atmosphere. In no other

place are the benefits of the program noted as much as at the bi-weekly recreational dances in the school gymnasium. These dances are greatly enjoyed because the participants have acquired, in their weekly gym classes, self-confidence and poise on the dance floor and in the social atmosphere.—MRS. AUDREY MUNGER, Director of Publicity, Waukesha High School.

MATHEMATICAL BASEBALL AIDS TEACHING MENTAL ARITHMETIC

Practice makes perfect, and one of the most effective ways of getting this practice in Mental Arithmetic is Mathematical Baseball. The method we used at the Anaconda, Montana, Senior High School is to start with simple exercises such as the multiplication tables.

Two captains were chosen from the class, and the captains in turn chose teams, picking the best "batters," "pitcher," "first, second, and third baseman," and those left over were merely batters. After both captains made the selections from their teams, the game was on.

The team up first took positions assigned them. The pitcher had the easiest job of all, which was merely asking the multiplication table. The first team sends up its first batter who takes his position by the catcher of the opposite team, and the pitcher pitches the first multiplication table item. Of the two, batter or catcher, the one who answers first and correctly wins; now if the batter wins he goes to first base and if luck is with him, goes to each base in turn, repeating the same process as at catcher's position. If the batter makes all three bases, it is a homerun for his team, and if he is stopped at any one of the four positions, he is automatically "out." After three outs, the other side takes positions on the field as in any baseball game.

The teacher was umpire, and her decision was final as to the one shouting the correct answer first. As soon as the students learned to play the game with the multiplication tables, more complicated problems and drills were introduced.—FRANCES DAVID, Anaconda, Montana, Senior High School.



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ANNUAL SENIOR CAREER DAY FOR SCHOOLS OF COUNTY

For the past few years all the high schools of our county have been holding a co-operative conference which we call the "Annual Senior Career Day." It is our belief that these conferences have been well worth the time and effort put into them.

The purpose of the program has been to give each senior a chance to hear and consult with experts in many occupational fields. We have tried to make the Career Day a climax to the occupational training and information which our seniors have received during the school years. All of the seniors in our County were given the Kuder Preference Record and interviewed by teacher-counselors before attending the Career Conference. In this connection it should be noted that vocational training and teacher-counselor interviews should take place during the whole period of a student's education. The processes of giving vocational education and information are continuous and not confined to the senior year. However, by that time the students should be more mature and ready to discuss with experts their occupational interests.

The programs have been planned jointly by faculty representatives and senior class members, with Carl Horn of our State Board of Control for Vocational Education acting as a consultant. Faculty and students of all the schools meet to discuss the type of program which they would like to have, and the final details of securing resource people and making other arrangements for the conferences are delegated to a planning committee. The students have shown a keen desire and ability to actively participate in both the planning of the conference and attending it. At its conclusion, the programs are evaluated by faculty and senior representatives.

Resource people have been secured from colleges, business, and professional organizations. We have attempted to get the viewpoints of people

actively engaged in the occupations as well as those engaged in training people for them. The occupational fields represented at our last County Senior Career Day were: Army, Navy, Commercial Occupations, Music, Nursing, Teaching, Air Transportation, Agriculture and Related Occupations, Engineering, Journalism, Dentistry, Cosmetology, and Opportunities in Industry. The program was scheduled so that the students could attend the meetings of at least two different occupational groups.

All students attended a general session at which they were addressed by Dr. C. L. Anspach, President of Central Michigan College of Education. Both students and teachers feel that the County meeting is worthwhile and it will continue as a yearly event.—WALTER NICKEL, Principal, Marlette, Michigan, Township High School.

Commencement at Woodbridge, New Jersey (Continued from page 216)

faculty appraisal took place in the evenings at the home of the faculty chairman, where a piano was available for the progressive testing and blending of each phase or unit with those previously decided upon. Eventually all of these selections were threaded together and prepared for delivery through the medium of choral speaking.

Every member of the class of 1946 took

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	Cases	Range	Med. Hrs.	Cases	Range	Med. Pers.	Cases	Range	Med. \$	Hrs.	Pers.	%
Football Coaching	31	90-672	250	29	1-10	2	25	150-600	300	250	2	300
Asst. " "	31	40-550	200	20	1-5	1	23	50-500	150	200	1	150
Basketball Coaching	30	90-400	225	23	1-10	1	24	150-500	250	225	1	250
Asst. " "	24	50-400	190	11	1-5	1	17	100-500	150	190	1	150
Baseball Coaching	19	50-160	100	9	1-5	1	11	75-200	200	100	1	200
Asst. " "	6	25-100	50	4	1-5	1	6	100-200	100	50	1	100
Track Coaching	23	50-400	150	15	1-5	1	14	100-500	150	150	1	150
Asst. " "	7	50-150	50	5	1-5	1	6	75-500	100	50	1	100
Senior Play Director	27	30-300	100	8	1/2-3	1	15	25-100	50	100	1	50
Junior " "	17	30-300	60	8	1/2-5	1	13	25-100	50	60	1	50
Speech Activity	15	10-720	70	9	1/2-5	2	5	75-350	100	70	2	100
School Paper " "	28	30-355	150	18	1/2-5	1	7	25-150	50	150	1	50
Annual " "	21	40-250	100	12	1-5	1	5	25-125	100	100	1	100
H-y " "	18	25-132	72	—	—	—	4	50-100	50	72	—	50
Girl Reserve " "	8	25-111	40	—	—	—	2	50	50	40	—	50
Minor Girl Sports	15	20-298	50	1	—	1	1	150	150	50	1	150
Minor Boy " "	7	40-240	40	1	—	1	1	100-400	150	40	1	150

—Ohio Schools

part in the pageant. The singing was done by the entire class. The choral speaking parts were delivered by the entire class.

The graduates were seated on the bleachers in the stadium, according to their voices, sopranos, altos, tenors, and basses. The bleachers were placed on the playing field—across the fifty yard line, directly in front of the stands. A piano was mounted up on a platform and rolled out on to the field for this occasion. A system of amplifiers was installed to direct the tones of the piano toward the graduates, as well as to throw the voices of the students up into the stands. Virtually the entire faculty was involved in this project also. The result was a delightfully unified product, steeped in the essence of democracy.

As previously stated, our High School graduations are held in the stadium. This seats approximately five thousand persons. The members of the graduating class are given, usually, about twenty tickets each. These are for a reserved section. A flanking section is reserved for the faculty, who process and recess in academic gown with the class to music played by the gayly uniformed High School Band. The unreserved stands are open to the public. On commencement nights the stadium is packed.

The stands occupied by the parents and friends of the class and the public face the east, toward the rising moon, on those nights when nature so favors us. The graduates, sitting opposite, watch the setting sun descend behind the horizon into the west, as if dropping a curtain on this phase of their young lives.

The citizenry of Woodbridge Township thoroughly enjoy our commencement exercises. They are delightful colorful affairs, long looked forward to and long remembered.

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Comedy Cues

HARD TO TELL

A mother called her twelve-year-old boy into the house one day and told him there were two words that he would have to quit using. She said, "One is 'swell' and the other is 'lousy'."

"Okay," replied the boy, "what are they?"—*Texas Outlook*

"Mabel, you really ought to wear a hat when you go out riding."

"But, Mother, I am wearing a hat; it's on the other side."—*North Carolina Education*

Sister's Suitor: Johnny, I dislike to tell you, but last night at the party your sister promised to become my wife. Can you forgive me for taking her away?

Johnny: Shucks, that's what the party was for.—*The Rosalia*

Oliver Wendel Holmes, the poet, was as you may recall rather small of stature. Once when he attended a meeting he was found in a group of tall men which made his diminutive size all the more conspicuous. One of them somewhat waggishly remarked, "Well, Dr. Holmes, I think you must feel rather small among all these Brobdignagians."

The genial man answered, "I do." Then he continued, "I feel like a dime among a lot of pennies."—*The Journal of Education*

HEAVY SLEEPERS

Mrs. Smith (inspecting friend's house): "Gracious! Why do you have such a high bed for your little boy?"

Mrs. Jones: "So that we can hear him if he falls out. You have no idea what heavy sleepers we are!"—*Balance Sheet*

WE DON'T BLAME HIM!

A Frenchman was relating his experiences of learning the English language. "When I discovered that if I was quick I was fast," he said, "and that if I was tied I was fast, and that not to eat was to fast, I was discouraged. But when I came across the sentence, 'The first one won one one-dollar prize,' I gave up trying to learn the English language."—*Minnesota Journal of Education*

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